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ABSTRACT

Set in the context of Hong Kong's school curriculum reform initiative, which centers on development and implementation of task-based instruction, a study examined: (1) what teachers of English as a Second Language understand about language learning and what decisions they make when preparing a classroom task; (2) to what extent elementary and secondary teachers differ in their interpretations of tasks; and (3) the factors influencing those interpretations. A total of 114 (43 secondary, 71 primary) teachers of English attending an in-service teacher education program on the new curriculum were surveyed and interviewed concerning the lesson planning process. Results suggest that the teachers had a tacit understanding of how to develop and adapt a task description for classroom instructional use. Teachers indicated a need for more preparation in classroom management techniques and in offering language support to students. Three tables present response categories for post-questions, criteria for task interpretation, and criteria for holistic interpretations. Contains 22 references, an appendix containing the outline for an activity on lesson planning, and a table for inter-rater reliability. (MSE)

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FROM TASK DESCRIPTION TO TASK ENACTMENT:
TEACHERS' INTERPRETATION OF LANGUAGE
LEARNING TASKS

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FROM TASK DESCRIPTION TO TASK ENACTMENT: TEACHERS' INTERPRETATION OF LANGUAGE LEARNING TASKS

Gertrude Tinker Sachs, Stella Kong, Anne Lo and Tom Lee

Introduction

The Hong Kong government has embarked upon a curriculum reform initiative that will challenge traditional notions of teaching and learning. The Targets Oriented Curriculum (TOC), which was formerly called Targets and Targets-related Assessment (TTTRA), is designed to provide a framework for guiding education and ultimately "to improve student learning" (Clark 1993:1). Task-based learning is central to the thinking behind the initiative and according to the Education Department (1992:20) tasks are said to be "the purposeful and contextualized means through which students progress towards the learning targets." Proponents of task-centred or task-based language teaching (TBLT) contend that tasks create conditions for encouraging interactive learning (e.g. Littlewood 1981, 1993, Candlin and Murphy 1987, Nunan 1989, Long and Crookes 1992).

As Hong Kong teachers prepare for TOC's forthcoming implementation, there has been much debate within the education community about teachers' preparedness for curriculum reform. Discussions, both formal and informal, have tended to revolve around (a) questions related to teachers' attitudes toward change, (b) teachers' expertise in terms of knowledge and skills for implementing TOC, and (c) teachers' inherent beliefs about teaching and learning. Related to all these questions are issues of resourcing TOC's implementation, providing ample support for teachers and educating parents and the community at large about the curriculum reform initiative.

The researchers in this project were all seconded to the TOC Teacher Education Team from September 1992 to July 1993. This team was responsible for organising the 3-day introductory seminars to TOC and during this time more than three thousand (3,000) upper primary teachers of English attended courses. They represented the broad spectrum of schools in Hong Kong. It was this exposure to the teachers' fears and perceived limitations in carrying out the assigned teaching tasks that sparked the present investigation. Some problems became apparent during the lesson planning session which required teachers to work with task descriptions. An analysis of teachers' worksheets by one of the researchers indicated that teachers were experiencing some difficulties in designing graded tasks (see Tinker Sachs 1993). However, it was felt that some of these manifested difficulties were also related to teachers' interpretations of the task descriptions with which they worked. These task descriptions were taken from the list of tasks as described in the Education Department's Programme of Study for Key Stage 2 (POS-KS2). Further investigation was necessary to ascertain if our perceptions were ill-founded and premature.

Task descriptions, as they are presently designed, tend to be written in brief, generic terms to invite adaptation for all groups of learners of a particular key stage. Teaching instructions and suggestions do not accompany these descriptions and teachers are therefore called upon to more fully develop these descriptions to accommodate their learners and teaching plans. This implies a certain degree of autonomy and decision making in terms of adapting a task to a particular learning situation. As second language teachers, decisions must be made about the content to be taught and the most appropriate procedures for enacting them. Embedded in these task developments are decisions which are probably influenced by many factors such as teachers' feelings of efficacy, teaching styles, experience, knowledge of learners' proficiency and teachers' skills and knowledge for developing the procedures.

Freeman and Richards (1993), in reviewing the different conceptions of teaching that underlie second language teaching, have called for a movement away from examinations of behaviours and activities of teaching toward an examination of the reasoning and thinking that would motivate teacher behaviours. Earlier, Shavelson and Stern (1981) had identified a general need for more research that described teachers' pedagogical thoughts, judgements and decisions when planning for instruction.

This study is an attempt to examine more closely some of those underlying behaviours that affect and influence the decisions that teachers make when planning for teaching as they work with a given task description. Its purpose is to contribute to the developing body of research on Hong Kong's teachers by focusing on the following questions:

1. What do teachers understand about language learning tasks and what decisions do they make when preparing a task for teaching?
2. To what extent do primary and secondary teachers differ in their interpretations of tasks?
3. What factors influence and affect teachers' interpretations of tasks?

In this paper we will provide some background to the situational context of the investigation, outline our procedures and summarise and discuss the pertinent findings of our investigation. Recommendations will then be made for follow-up research and suggestions made for: (a) teachers, (b) curriculum developers, and (c) teacher educators.

1. Related Studies

Research reporting on aspects of curriculum reform needs to take into consideration some of the related factors which could influence performance and behaviour such as the attitudes and conceptualizations of teachers, background factors such as their

professional training and years of experience in the particular field of teaching. Many theorists and researchers have studied the impact of these varying factors. Clark (1988), for example, described certain personality characteristics that predispose a teacher toward change. Fullan (1991) commented on factors such as previous exposure and stage of career.

Recently, a number of studies have begun to provide an understanding of some of the thinking of Hong Kong's teachers. These descriptive studies investigated different aspects of Chinese teachers of English as a second/foreign language such as their attitudes and thinking toward English language teaching. The participants usually came from university and in-service courses and the questionnaire format was the main instrument for data collection.

Young and Lee (1987) argued for a culturally appropriate curriculum in their study. They administered a questionnaire adapted by Falvey (1983) to their primary and secondary teachers to investigate the transmission or interpretation attitude type in teachers before and after a course. Since Young and Lee found a more transmission type of attitude in teachers, they call for a curriculum that recognises these attitudes without trying to change them.

Chan and Lau (1989) found that primary teachers favoured the communicative approach to teaching but found it difficult to apply to the classroom context. Hirvela and Law (1991) had their subjects, primary and secondary teachers, rank their perceptions of their English ability. These researchers found that the majority of participants rated themselves as very good to acceptable while confidence in their teaching ability was rated as strongest in reading and listening with less confidence in their ability to teach writing and speaking. Hirvela and Law also found that teachers who were university graduates tended to have higher self-esteem and self-confidence than teachers who were non-university graduates.

Richards, Tung, and Ng (1992) conducted a more comprehensive survey of the beliefs and attitudes of secondary teachers and found that experienced and trained teachers with recognized teacher qualifications differed significantly from untrained and inexperienced teachers in several respects. One area of difference was in classroom practice activities. Untrained teachers indicated that they required students to memorise dialogues and favoured the writing mode whereas trained teachers exercised greater variety in their selection of teaching activities such as using audio and video tapes. Richards et al. also found a positive relationship between teachers' values, goals and beliefs and teachers' training and years of experience.

More recently, Wan (1993) investigated secondary school teachers' response to issues related to teacher participation in curriculum development. Wan's results indicated that while teachers were able to design their own activities for students and facilitate student learning by using new techniques, very little team teaching and collaboration to introduce change took place.

A final study of relevance here was conducted by Carless and Lee (1993). They found that participants on a 16-week in-service course were more receptive toward communicative language teaching and TOC after the course than before the course.

While the focus of these studies and their results have been varied, put together, they provide an emergent picture of Hong Kong's teaching practice. Bearing in mind the constraints of generalising from the limited number of studies reported here, there appears to be a noticeable difference in performance and attitude based on years of experience and training. Bickley (1987) noted that teachers needed to be prepared for responsibility and autonomy in their teaching. In this study, we contribute further to the picture of Hong Kong's educators by studying the decisions that teachers make as they plan for task-based instruction.

2. Method

Participants: A total of 114 teachers (43 secondary, and 71 primary) ranging in age from 21 to over 50 years participated in this study. They all took part in a 16-week in-service refresher course at the Institute of Language in Education (ILE) during the first half of the 1993-94 academic year. Background information collected at the beginning of the study showed that approximately one-third of the these teachers were holders of bachelor or higher degrees and twice as many held teachers' certificates. Roughly two-thirds had English as their major or one of their majors in university or at the teachers' training colleges. Roughly one-third had 1 to 5 years teaching experience, another one-third, 6 to 10 years and the remainder 11 or above. And one in seven were either assistant master/mistress (AM), senior graduate master/mistress (SGM), or panel-chair-persons (PCP) in their schools. Therefore, these participants represented a wide range of teaching and administrative experience.

Procedures: Teachers were required to work with a learning task from the TOC Programme of Study - Key Stage 2. For purposes of comparison between the participants, only one task was chosen. The main criterion for selection was degree of "openness". Openness was interpreted as the degree of malleability allowed by the task. This task feature facilitated adaptability for learners of different levels within grades and across the grade range of upper primary and lower secondary. The task chosen needed to afford teachers numerous possibilities in design, procedures, activities, and selection of teaching content. Also of importance were interest and appeal to learners. Based on the aforementioned criteria, a task called *Watching T.V.* was chosen (see Appendix).

Administration of the Lesson Planning Sessions: The lesson planning sessions for the secondary and the primary teachers were conducted in 2 separate cohorts in September at the beginning of the course. The time was chosen to avoid contamination from course work on lesson planning or task-based learning. To reduce the possibility of the Hawthorne effect, teachers were not informed of the research purposes of the assignment until after the collection of the lesson plans.

Instructions to Teachers: Teachers sat in one large classroom to design their lesson plans. They were instructed to develop lesson plans for use in the teaching units on *Task and Lesson Planning* which were forthcoming. To encourage the development of "good" lesson plans, teachers were asked to design the lessons for an inspector's visit to the class. Teachers were given one hour to do the work. No guidelines were given for designing the lesson plans but teachers were directed to develop a lesson plan that was appropriate and applicable to the needs and interests of the group of learners they had specified.

Post-Questions: Following the design of the lesson plans, participants were asked to respond to six post-questions. These were set to capture the teachers' thoughts on the work they had just completed (see Table 1).

Interviews: Following the collection of data, informal interviews were conducted with several of the participants. This was to obtain additional insights on the lesson plans the teachers had developed and any methodological problems they might have encountered in doing them.

Criteria Development and Rating of the Lesson Plans and Post-questions: The first phase of our criteria development involved impressionistic marking of twenty percent of the lesson plans by the researchers. After extensive discussion, the criteria for analyzing the lesson plans were agreed upon (see Tables 2 and 3). The two categories established were (a) *Task Interpretation* which would capture whether teachers could translate the task into learners' needs by applying their knowledge and experience, and (b) *Holistic Interpretation* which would capture how liberal teachers were with the task in terms of adapting the procedures for their purposes. For the post-questions, categories were created for classifying the responses (see Table 3).

Once the criteria for grading the lesson plans and post-questions were agreed upon, the inter-rater reliability was computed by randomly selecting 20% of the lesson plans and post-questions to be graded by the four raters. Inter-rater reliability was generally high, ranging from .7 to 1 (indicating perfect agreement among raters). The complete inter-rater reliability results are reported in Appendix Table 1.

3. Results and Discussion

First, the findings of interest from the questionnaire will be reported followed by the results from the lesson plans and post-questions. Next, some interesting relationships between the different variables will be reported.

Table 1
Response Categories For Post-Questions

Question Number	Categories
1. Which part of the lesson is the most important part for pupils' learning?	1. Language 2. Task / Activities 3. Language and Task / Activities 4. Others
2. What was your initial reaction to the task?	1. Teachers' Constraints 2. Teachers' Positive Aspects 3. Students' Constraints 4. Students' Positive Aspects 5. Specific Task Constraints 6. Task Strengths 7. Mixed Response 8. Others
3. What difficulties did you have in the process of planning the lesson?	1. Classroom Management and Procedures 2. Objectives 3. Language Use 4. Resources 5. Time 6. None 7. Others
4. Would you teach this lesson to your class? Why or why not?	1. Yes 2. No 3. Maybe / Unsure
5. What will pupils learn in this lesson?	1. Form 2. Function 3. Affect 4. Form and Function 5. Form and Affect 6. Function and Affect 7. Form, Function and Affect 8. Nothing
6. Is this lesson similar to the lessons you presently teach?	1. Yes 2. No 3. Unsure

Table 2
Criteria For Task Interpretation

Category	Good	Average	Poor
Interaction	good interaction	some interaction	lack of interaction
Language Support	full language support	adequate language support	inadequate or lack of language support
Development	sound development of procedures	adequate development of procedures	insufficient details, lack of coherence, lack of clarity in the procedures
Application	broad application, higher level thinking encouraged	some application	no application of the task

Questionnaire

The questionnaire used in the study was adapted from the one developed by Richards, Tung, and Ng (1992). The first part of the questionnaire was a brief survey to gather participant background information, and was reported earlier. The second part of the questionnaire was organised around the issue of how teachers feel about teaching and learning English in Hong Kong. An overwhelming majority, 80%, of the teachers indicated that they liked teaching English while only about 6% said they did not. Their students, however, did not seem to show as much enthusiasm, for only about 40% of the teachers thought that their students wanted to learn English, whereas 48% indicated that their students did not. Nevertheless, on the question of how important English is in Hong Kong, opinion was one-sided with 98% indicating "yes" it was important.

The third part of the questionnaire addressed the issue of the degree of autonomy teachers felt they had in their work. The question was "To what extent do you feel you can make decisions about different aspects of teaching?" The results indicated that in some aspects such as "activities done in class" and "sequencing of teaching content", secondary teachers enjoy slightly greater autonomy than their primary school counterparts.

The fourth part of the questionnaire centred on the question of teachers' self-confidence and asked teachers to indicate how much they knew about different topics. The results here showed that a few areas may perhaps raise concern. One is a significantly low percentage of both primary and secondary school teachers who considered themselves not knowing much about how children learn foreign and second languages. Areas such as English language systems and curriculum design for English also seem to imply that primary teachers may experience difficulty in coping with them.

The last section of the questionnaire was a survey of the kinds of activities that teachers use. The results confirm that traditional classroom activities in Hong Kong remain very popular with teachers, primary and secondary alike. Activities such as dictation, reading aloud, memorizing dialogues and grammar exercises were all rated high, whereas drama, songs, choral speaking and projects came low on the teachers' list. In some aspects, primary and secondary teachers differed quite significantly. Secondary teachers seemed to favour memorizing dialogues, pair/group work and composition much more than primary teachers. Meanwhile, there seemed to be some encouraging signs which indicate that the primary and secondary classrooms might be moving towards a more active approach with the increasing adoption of games, role play and group work.

4. Lesson Plans

Task Interpretation

As expected, the distribution of lesson plans for the categories *good*, *average* and *poor* was approximately normal for both the primary and secondary teachers. The majority of the responses were assigned to average -- 57.1% for primary and 45% for secondary. However, slightly more lesson plans were assigned to poor -- 25.7% for primary and 32.5% for secondary -- than to good category -- 17.1% for primary and 22.5% for secondary.

Holistic Interpretation

More primary lesson plans were assigned to the *expanded* category, 31.3%, with the smallest number being assigned to *exact*, 19.4%. For secondary teachers, 53.8% of the lesson plans were categorised as *amended* while 7.7% were categorised as *abridged*.

Task and Holistic Interpretation

There was a significant relationship between *task interpretation* and *holistic interpretation* for primary ($\chi^2 = 15.62$, $p < .02$) and secondary ($\chi^2 = 16.76$, $p < .01$). For primary teachers this meant that the majority of expanded tasks were good to average. For secondary teachers, the expanded lesson plans also ranged from good to average. Thus, expanded tasks generally received a higher rating. This trend was also observed for the amended tasks while the exact and abridged tasks tended to range from average to poor. This tendency for expanded and amended to get higher ratings is not surprising as the criteria for the good assignment were more fully exploited in amended or expanded while poor seemed to fit the criteria associated with the more limiting categories of exact and abridged.

Table 3
Criteria For Holistic Interpretation
(Category: Key Feature)

Exact	Abridged	Expanded	Amended
No change in the task's order	Omission of one or more of the task's components	Expansion of the task by the addition of one or more components	Different ordering OR minor changes OR edited theme/ content

*Note: Irrelevant and unrelated descriptions were given an "ignored the task" categorisation.

Post-questions

In response to the first question "Which part of the lesson is the most important part for pupils' learning?", both groups of teachers recognised *the task/ activity* as the most important part of the lesson, 81.4% for primary and 69.2% for secondary. Likewise, in question two, "What was your initial reaction to the task?", both groups' reactions recognised *task strengths*, 44.3% for primary and 42.9% for secondary. This was followed by *teacher constraints*, 16.4% for primary and 22.9% for secondary. In the third question, "What difficulties did you have in the process of planning the lesson?", both groups of teachers indicated that *classroom management and procedures* accounted for most difficulties, 42.9% primary and

27.8% secondary. Next was *language use* with 28.6% for primary and 22.2% for secondary. In response to question four, "Would you teach this lesson?", the majority of both primary and secondary teachers said yes they would, 68.6% primary and 79.5% secondary. Both groups noted *function* for question five "What will pupils learn?", 50% for primary and 57.5% for secondary. The only difference in the response for both groups was the last post-question, number six, "Is this lesson similar?" Of the primary respondents, 72.3% said *no* while 70% of secondary teachers said *yes*. These results indicate that the majority of teachers recognised the intrinsic teaching value of the task that was chosen. They also acknowledged the task's main components as the major activities of the lesson. However, there appears to be a dichotomy between what primary teachers recognise as valuable and what they actually do in practice. These results suggest that primary and secondary teachers are similar in thinking but not in practice.

Holistic Interpretation and what will pupils learn?

53.8% ($n=57$) of all the teachers combined indicated that *function* was what pupils would learn. These teachers also tended to design lesson plans that were categorised as amended or expanded ($\chi^2 = 24.7$, $p < .05$). This trend was also observed for teachers who indicated a combined response (i.e. function and form or function and affect etc.) as these lesson plans were more consistently assigned to the expanded and amended categories. This relationship implies that teachers' awareness of the broader "functional" aspect of language as opposed to the more traditional "form" may be associated with other factors which would have some influence on the type of lesson teachers design.

Attendance at TOC seminar and is this lesson similar?

76.9% of those participants who had attended TOC said that their lesson plans were *not similar* to the way they presently teach ($\chi^2 = 4.9$, $p < .03$). Only 23.1% of those who had attended TOC said this lesson was similar. Of those who had not attended the TOC seminar, half, 50.6%, said that the lesson was similar to the way they presently teach. Despite the fact that TOC participants could recognise the strength of a task, they failed to teach in this way despite having attended the three-day introductory TOC seminar. However, it can be said that the TOC seminar may have helped teachers to be aware of how different their lessons are from task-based teaching. Those teachers who had not attended TOC and said that their lessons are similar to the one they designed may be unaware of *how* different their lessons are. Experience tells us that the majority of primary teachers and secondary teachers do not generally practice task-based/communicative type teaching. While teachers may have the desire to teach this way, more support at all levels is needed to make it possible for them to do so.

Number of Lesson Plans

Of the combined primary and secondary respondents who indicated that they had designed *no lesson plans* for a given term, 72.7% said that the lesson was not similar to the way they presently teach ($\chi^2 = 7.7$, $p < .02$). On the other hand, respondents who had designed 1-5 and 6+ lesson plans per term tended to say the lesson was similar to the way they presently teach. These results seem to indicate that those teachers who design lesson plans tend to be teachers who do a certain type of teaching, in this case teaching that encourages the use of a task-based curriculum.

Qualifications

Results for primary and secondary teachers indicated that 70.8% of the teachers who had a university degree said the lesson was *similar* to the way they presently teach compared to 65.3% of those who had a teacher's certificate and who said the lesson was *not similar* ($\chi^2 = 8.2$, $p < .004$). These results signify the possible differences in practice between teachers with different qualifications.

Teachers' Years of Experience and Task

Good to average ratings tended to be assigned to combined primary and secondary teachers who had fewer years of experience in teaching English. More experienced teachers got poorer ratings ($\chi^2 = 15.68$, $p < .05$). This unexpected negative correlation may be attributed to the younger teachers' recency of training, exposure to more progressive methods and possible receptiveness and openness toward change. These results are inconsistent with the findings in the literature which commonly finds a positive correlation with years of experience (e.g. Shavelson and Stern 1981, Nunan 1992). While this is good news for novice teachers, more experienced teachers may be exercising restraint in their designs. These teachers may feel that little can be done to change the conditions in their schools, such as the large number of students and small classrooms, and this attitude may be reflected in their lesson plans. More experienced teachers may also have a view of "good" teaching that differs from younger teachers. More experienced teachers may want to change their perceptions by updating their knowledge of teaching to improve not only the design of their lesson plans but ultimately, practice.

Knowledge and decision making

Question number 16 on the questionnaire asked teachers to what extent they could make decisions on a number of items (e.g. how and what to teach and the amount of home work). Question number 17 asked teachers to respond to how much they knew about different topics such as how to teach a second/foreign language or task-based learning. A significant positive correlation of .29 ($p < .01$) was observed between question 16 and *would you teach this lesson*. Significant positive

correlations of .39 ($p < .01$) and .41 ($p < .01$) were also observed between questions 16 and 17 respectively. These observed positive relationships are not surprising because low or high feelings about one's knowledge would affect how one feels about the degree of decision making one can make. These results mean that high or low ratings of decision making and perceptions of knowledge could be an indicator of whether or not one would teach a certain way.

5. Interviews

Interviews with several of the participants indicated that some of them had experienced difficulty in developing their lesson plans as they were unfamiliar with the components of a lesson plan. Their comments were consistent with the answers that teachers had written in response to the post-questions.

6. Limitations

One major constraint with this type of study is that teachers' plans do not necessarily reflect what they would actually do in the classroom context. A further line of investigation would need to pursue the extent to which teachers' pre-planning affects and influences actual classroom procedures. Additionally, the actual designing of the lesson plan itself may have been a limiting factor in this study as many of the respondents indicated in follow-up interviews that they had not done a lesson plan before and did not know what to include or how to write it. Their performance may also have been influenced by a lack of information such as objectives and inadequate information of the television programmes. Even though a list of television programmes was provided for teachers and may have itself influenced their lesson designs, teachers' limited knowledge of the programmes may have been an added constraint. A final limitation may be related to the task that was chosen for the teachers to do. Only one task was assigned in this study and this limits the extent to which generalizations can be made about teachers' interpretations of other types of tasks.

7. Conclusion

In this study we have described the interpretations that teachers made when they were asked to develop teaching plans for a given task. The indication from this research is that teachers do have a tacit understanding of how to develop and adapt a task description. Most teachers included an element of interaction in their lesson plans and tried to provide some language support for students. They recognised the larger purpose of the task by noting that function was what students would learn. Teachers also exercised judgement when they made decisions to change the procedures and content of the task. While all this is encouraging, curriculum developers and TOC teacher educators may want to provide more seminars and resources for teachers in developing their classroom management and procedures along with providing examples of how teachers can give adequate language support

to pupils. These areas were the major sources of difficulties identified by teachers in the development of their lesson plans.

The results also indicate that there is a disparity between what teachers know and desire and what they actually practise. This is particularly true with primary teachers who differ from secondary teachers not only in practice but in their self-perceptions on decision making and knowledge. Further investigation is needed to identify the extent to which teachers' conceptions and behaviours are internally or externally guided. Additionally, there is a need for the general upgrading and promotion of teachers' qualifications and feelings of efficacy within the profession.

As a result of this study, we want to explore further issues related to the viability of lesson plans in task-based learning. Nunan (1992:136-138) notes that studies on interactive teaching are rare and that there are only a few on language teaching. We would want to take up this challenge and examine the extent to which primary and secondary, and experienced and inexperienced teachers differ in their planning and interactive enactment of those plans in task-based learning situations.

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Appendix

Lesson Planning Session

Purpose:

This session on lesson planning is preparatory work for the seminars on tasks and lesson planning. Your lesson plans will be useful for these sessions.

Direction:

Your task is to design a lesson plan based on the task description given below. The lesson plan should be appropriate to the needs and interests of your pupils. Design the lesson as you would for the school inspector's visit to your class.

Please work alone for this assignment.

INSTRUCTIONS

Read the task given below carefully and then complete the steps on the next page:

Watching T.V.

Learners, in groups, ask each other which T.V. programmes they like best and which they dislike and why. They then ask each other about the programme which their parents, brothers and sisters like. Then they give a short talk to another group on the most popular programmes for themselves, fathers, mothers, younger/older brothers and sisters.

Table 1
Inter-Rater Reliability

Lesson Plans

Rating Item	Alpha
1. Task Interpretation	0.8
2. Holistic Interpretation	0.7

Post-Questions

Question Item	Alpha
1. Which part of the lesson is the most important part for pupils' learning?	0.9
2. What was your initial reaction to the task description?	0.8
3. What difficulties did you have in the process of planning the lesson?	0.8
4. Would you teach this lesson to your class?	1.0
5. What will pupils learn in this lesson?	0.8
6. Is this lesson similar to the lessons you presently teach?	1.0